

## ESOL Strategies



1. Teach question for clarification
2. Promote cooperation (small groups)
3. Encourage self-talk (positive thinking)
4. Link lesson topic to students' prior knowledge
5. Teach technical vocabulary supporting key concepts
6. Continually monitor students' comprehension
7. Show students how to use graphic organizers like semantic mapping and imaging.
8. Use direct instruction: modeling, explaining scaffolding, name the strategy, describe the strategy and show how to use it
9. Teach note-taking strategies: T-List, time lines, etc.
10. Teach think, pair and share strategies in cooperative groups
11. Place language in meaningful context
12. Teach to two objectives, language and content
13. Use preview/review activities
14. Simplify your speech by making it slower and redundant
15. Reinforce the key ideas you present again and again
16. Integrate speaking, listening, reading and writing activities
17. Provide contextual support through audiovisuals, models, demonstrations, realia (real materials), body language, and facial expressions
18. Use commands and directions that involve overt student actions as in Total Physical Response (TPR)
19. Establish predictable classroom routines through the use of an outline on the chalkboard or bulletin board
20. List the most important words and phrases you use or plan to use in a presentation on a transparency or on the chalkboard
21. Record your lectures, presentations, or stories on audio tape, especially for new students who have very limited exposure to English
22. Give enough wait time for LEP students to respond to questions
23. Structure advance organizers consisting of new terminology that learners will encounter in the new lesson vocabulary to be reviewed
24. Incorporate the culture and the language of LEP students in the curriculum
25. Incorporate second language acquisition strategies in the curriculum
26. Maintain a library of supplementary books and workbooks written in simple English that offer additional illustrations for problems
27. Highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another
28. Provide biographies of significant men and women from different cultures
29. Offer a variety of reference materials at the students' instructional level for independent use
30. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships
31. Write instructions and problems using shorter and less complex sentences
32. Use student pairs for team learning, especially for reports, experiments and projects
33. Limit the number of problems that must be worked according to levels of proficiency in English
34. De-emphasize speed and emphasize accuracy of work
35. Limit the number of variables in laboratory experiments
36. Ask numerous questions that require higher level thinking responses

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37. Use language experience techniques in discussing concepts and ideas
38. Assign short readings for homework
39. Have students prepare collections of science objects
40. Have students prepare individual card files of subject area specific vocabulary
41. Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences
42. Have students use a timeline to arrange and sequence important facts
43. Have students underline or highlight key words or important facts in written assignments
44. Focus on thinking skills: predict, categorize, classify, observe and report (oral-written-pictorial) sequence, summarize
45. Use Venn diagrams to contrast and compare activities
46. Use discovery learning activities (hands-on activities)
47. Use information gap activities (sharing pieces of information to solve problems)
48. Use group assignments, portfolios, learning journals and non-print options as alternative assessment
49. Give students pre-lexicon assignments when introducing new topics
50. For content comprehension implement
  - strip story
  - drama and role-play
  - reading logs
  - writing headlines
  - drawing illustrations
  - story summary
  - cloze exercises
  - experiments
  - (Projects which reflect student comprehension of topic/unit)